**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.OA.3**  **The Envision Lesson: 8-10: Problem Solving: Multiple-Step Problems (by Bill G. & Brett W.)** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 1. Students not comfortable with the vocabulary.  2. Reinforce vocabulary throughout the unit and discuss as a class.  3. Correct students when improper vocabulary is used.  4. Students will self-correct themselves or others. | Multi-step phrases   * How many more? * Altogether * How many left over? * In all? * Actually |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1- Use Spiral Review of enVision math 8-10 p. 83.  2- Problem of the Day can be used as well for 8-10  3- Story problem: “Have you ever been shopping with your parents?”  “Your mother took $50 to the store to purchase groceries, she promised that if there was any money left over she’d pay for you and a friend to go to the movies. If she spent $35 on groceries, and movie tickets cost $7.50, is there enough money left over for tickets for you and a friend to attend the movies?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Look back at the anticipatory story problem and read it. Highlight the vocabulary words “left over” and discuss multiple step story problems. 2. Study a problem closely from the student textbook (p.106), read the question together and identify the hidden question found in story problems. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  1- Math journals and paper.  2- Students will record their findings in their math journals.  3- Check their understand using Thumbs up, down, sideways.  4- Extend using the sample problems from the student textbook (p. 186).  5- No Investigations used in this lesson (but it is available, just check teacher edition for references) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  1. Use the visual learning animation (on-line) to introduce the selection.    A. Check for student understand by using the Guided Practice with the on-line enVision. Using the *TO, WITH, and BY* instruction model.  B. Students will record their work on the *TO and WITH* on their whiteboard. Teacher will check for understanding.  C. Students will record their BY in their Math Journal.  D. Ask students to share their thinking on any of the Guided Practice problems.  E. Should students have addition questions, unable to comprehend WHY or HOW the problem is solved, support students with additional guided practice before moving on to independent practice. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  1. Assign problems 4-12 in Independent practice (p. 186-7 in student textbook)  2. Students will record their Independent seatwork in their math journal.  3. Will go over the answers and discuss questions in class. No grade will be assigned.  4. Observe students as they work on their Independent Practice. Allow students that are stumped to work with the teacher in a small group setting in the back of the room.  5. The Independent Practice will not be homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  1. Done by reviewing student homework scores. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| 1. Low students work with teacher with Intervention (p.81B in teacher book)  2. On-Level game – Topic 4 p.19  3. Advanced game – Topic 4 p.20 | |
| **HOMEWORK** | |
| enVision math – Practice Mastery 8-10 p.87 | |